DOCUMENT RESUME

ED 295 373 EC 202 811

TITLE School Resource Center (SRC).
INSTITUTION School Resource Center, Austin, TX.
PUB DATE 86
NOTE 46p.; The personal resume of the SRC director, Dr. Virginia Walter has been deleted from the main booklet (p.10-27).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - General (140) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Diagnosis; Elementary Secondary Education; *Individualized Instruction; *Information Centers; *Learning Disabilities; Observation; Student Behavior; *Student Evaluation; *Teaching Methods
IDENTIFIERS *School Resource Center TX

ABSTRACT

The School Resource Center (SRC) in Austin, Texas, is intended to provide a system to link teachers and parents with various public and private information sources in order to improve instructional practice and eliminate unnecessary and costly referrals to special education services. It will collect information from private education agencies, professional organizations, and training institutions and offer services directly to individuals or to school districts on a subscription basis. This document is comprised of two booklets pertaining to the SRC. The main booklet outlines the underlying philosophy of the center, provides a systems model for its operations, and describes how a typical information request might be handled. An accompanying "Student Information Survey Booklet" contains an instrument adapted from the "Minnesota Review of Observations for Learning Disabilities." Teachers can use it to record observations about an individual student's behavior in reading, listening comprehension, oral expression, written expression, and mathematics. The completed booklet is returned to the School Resource Center for analysis and preparation of a "Student Information Survey Profile" (an example is provided). The profile identifies the student's relative strengths and limitations and provides suggestions on how to modify instructional approaches to best meet the student's needs. It includes a general narrative review of problem areas and supplies detailed teaching techniques tailored to the individual student. (VW)

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SCHOOL RESOURCE CENTER

GENERAL DESCRIPTION
SUMMER 1986

School Resource Center
4159 Steck Avenue, Suite 161
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BACKGROUND INFORMATION

Functional illiteracy affects 23 million adults today and costs the United States economy an estimated $225 billion a year. Without dramatic intervention, one in six students in today's schools will drop out before graduation, unable to read the classified advertisements in a newspaper or complete applications for the shrinking number of unskilled jobs in our rapidly changing society.

School dropout is an important signal for change in educational practice. Cultural difference does not automatically equal educational disadvantage, but telling statistics indicate an urgent need for change in instructional practice to meet the educational needs of many children. The dropout rate among Mexican-American and mainland Puerto Rican students is between 40 and 50 percent compared to 14 percent for non-Hispanic Whites (Jusenius & Duarte, 1982), and Black students drop out of school at a rate more than twice that of White students (Cardenas & First, 1985). According to the National Education Association, only one of ten migrant education students graduates from school.

Another important signal for change in instructional practice is the many students who remain in school in inappropriate instructional programs. Hispanic and Black children on the average continue to score far below their non-Hispanic White peers on standardized tests (Education Week, 1986), which suggests that instructional programs are not meeting their needs. Furthermore, Ortiz and Yates (1983) report that Hispanic students in Texas are overrepresented in special education classes for the learning disabled by a factor of 300 percent, and Cardenas and First (1985) say that Black students are three times more likely than others to be placed in special education classes for the mildly mentally handicapped.

Regular classroom teachers have tended to "refer out" (to special education services) the students they found difficult to teach instead of individualizing instruction, and discriminatory assessment procedures have often suggested placement in special education classes (Northeast Regional Resource Center, 1984). Sometimes, however, referral for special education placement was simply the only way teachers could get help in teaching students who presented instructional problems.

Regular classroom teachers, however, continue to bear the burden for meeting the learning and adjustment needs of handicapped students, in addition to meeting the needs of other students. The report (cited above) by a National Task Force (that was initiated by the Office of Special Education Programs, Department of Education, to enhance state

and local efforts in the appropriate referral, assessment, and identification of learning disabled students) says that regular classroom teachers are confronted with three situations:

- Helping students with learning and behavior problems who do not qualify for special services,

  (In its 8th Annual Report to Congress, the Office of Special Education and Rehabilitative Services (OSERS) stressed the importance of improving the capacity of general education programs to provide services to students experiencing learning problems who are not yet identified as handicapped, and who might be able to function successfully within general education settings if effective instructional options were available.)

- Helping those handicapped children who are placed in the regular classroom for part of the school day (69 percent of all handicapped children received most of their educational program in regular classes in 1984-85, according to the OSERS report), and

- Helping to identify students who may be handicapped and require special education services.

Regular classroom teachers have not been trained to meet the special needs of many students. To provide appropriate and individualized educational programs, they need access to the latest and best information from the research community and from effective practices nationwide, and sometimes they need help in applying new knowledge and skills to their present situation.

Teachers' continuing difficulty in meeting the needs of educationally disadvantaged children can have dire consequences. As summarized by Levin (1986):

> ...unless the nation responds to the imminent crisis of the educationally disadvantaged, a number of deleterious consequences seem inevitable. These include a two-tiered society composed ultimately of a majority of poorly educated and economically deprived non-Whites, immigrants, and impoverished Whites, and a more highly educated and prosperous minority sector that is composed primarily of non-Hispanic Whites. This situation will lead to serious political conflict and potential social disruption. It will create a costly challenge for higher education and long-term deterioration in the quality of the labor force and the competitive position of the nation and those states and industries most impacted by a disadvantaged workforce. Finally, it will escalate the costs of public assistance and criminal justice, while the ability to finance such services will be undermined by a deterioration in the economic situation (page 16).

Several factors seem to limit the adoption of alternative programs for many educationally deprived children:

. The resources for widescale implementation of alternative programs are not available;

. Administrative structures for initiating and sustaining alternative programs do not exist;

. Identifying potential dropouts, separating them from other students, and placing them in programs that differ markedly from the ordinary school experience can have negative consequences;

. Needed information from the research community is unavailable to most teachers, and the research community does not systematically listen to school practitioners.

Patricia M. Dombart, classroom teacher, wrote in Educational Leadership (journal of the Association for Supervision and Curriculum Development) in response to an article by Roland Barth (Harvard University) in Phi Delta Kappan. Apparently she speaks for many teachers.

> If teachers appear to be another silent majority, it is not that they have nothing to say, but that they are mired in an unrewarding, denigrating workplace where no one listens...the gap that exists between the university or foundation-based researcher, theorist, or writer, whose visions usually appear in print, and the classroom teachers, whose words and visions seldom go beyond the four walls, is wide and deep.

A linking mechanism is needed between school practitioners and researchers. Researchers need access to current data about the changing problems and information needs of teachers, and teachers need access to the latest and best information from the research community.

Parents also need access to current information, but they are even more isolated than teachers from the research community. As a group, they do not have the education, the time, or the support services to find, distill, synthesize, interpret, and apply information from the research community.

Parents are, however, "their children's first and most influential teachers", and their involvement in their children's schoolwork "helps children learn more effectively" (U.S. Department of Education, 1986). In addition, current trends show increasing parental involvement in school programs. For example, (a) more districts are following the intent of Public Law 94-142 and related legislation, which requires parental involvement in instructional

decision making for handicapped students; (b) there is increasing recognition of the importance of involving the families of minority children in their educational programs; (c) educational options provided by a "voucher system" in education seem to be gaining support by the general public; and (d) more parents are choosing the option of home instruction, since only 11 states provide no exception to their laws requiring children to attend public or private schools.

Parents need information to help understand their children's developmental and instructional needs and their own impact and potential in educating their children. At the present time, however, there is not a mechanism for two-way communication between parents and the research community.

The federal government, state and local education agencies, and training institutions have recognized the information needs of teachers and parents. Good and important work has been done to meet these needs, but two factors mitigate the impact of current research, training, and information systems: (a) specific information is not in the hands of individuals in a usable form when it is needed, and (b) critical follow-up assistance is not there for individual teachers and parents — except in the case of special projects that are quite limited in scope.

DESCRIPTION OF OPERATIONS

Addressing the problems discussed in the previous section, THE SCHOOL RESOURCE CENTER WILL DEVELOP A NATIONWIDE SYSTEM TO:

1. WORK COLLABORATIVELY WITH PUBLIC AND PRIVATE EDUCATION AGENCIES, PROFESSIONAL ORGANIZATIONS, AND TRAINING INSTITUTIONS TO INCREASE THE IMPACT OF THEIR INFORMATION AND TRAINING SYSTEMS ON SCHOOL PRACTICE;

2. PROVIDE A MECHANISM FOR THE QUICK, TIMELY, AND FOCUSED COMMUNICATION OF RELEVANT RESEARCH INFORMATION TO CLASSROOM TEACHERS, PARENTS, AND OTHERS INVOLVED IN EDUCATION; AND

3. COLLECT DATA ABOUT TEACHERS' AND PARENTS' PROBLEMS AND INFORMATION NEEDS FOR WIDE DISSEMINATION TO THOSE INVOLVED IN RESEARCH AND DEVELOPMENT AND IN THE ORGANIZATION OF INFORMATION AND TRAINING SYSTEMS.

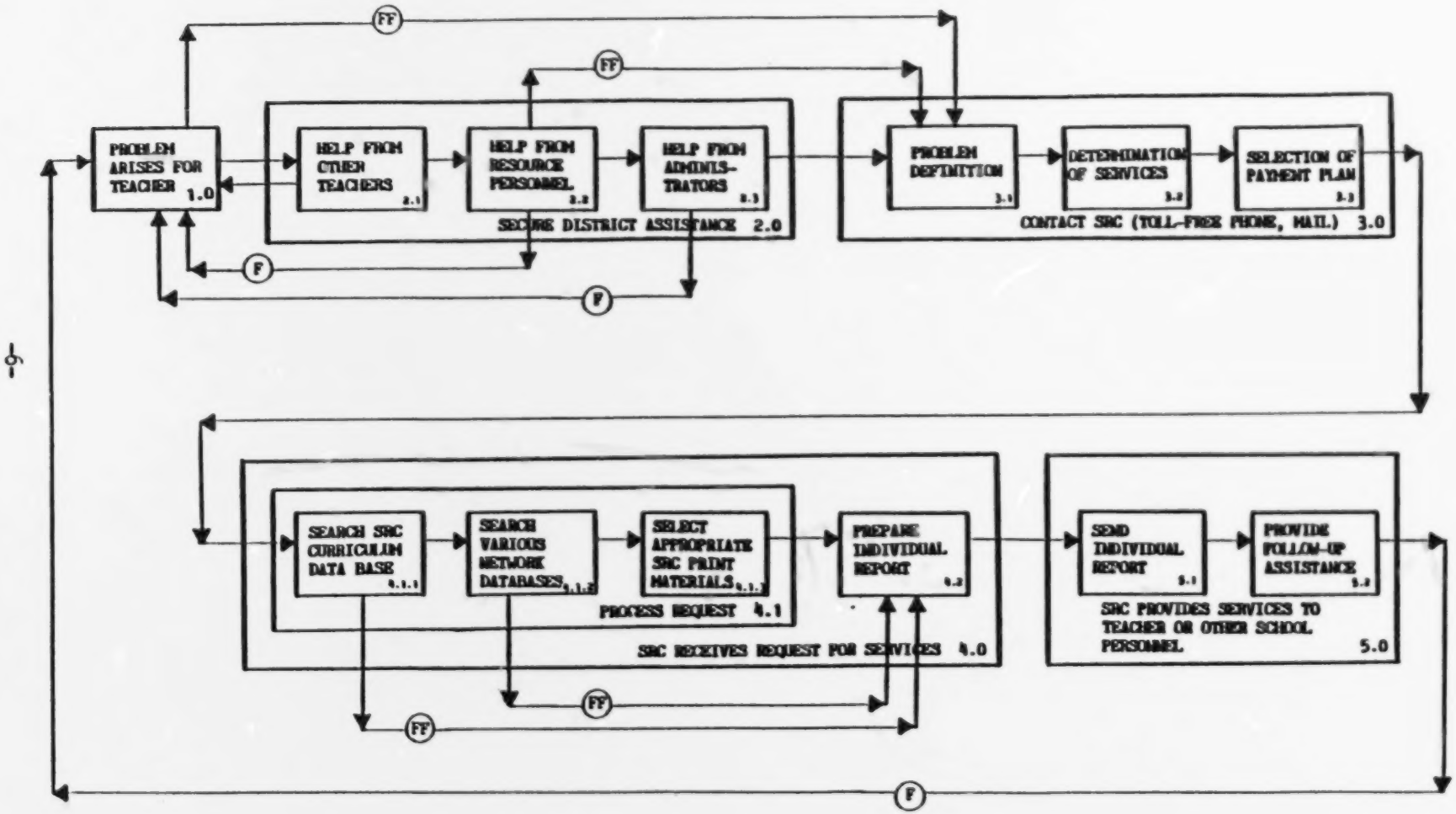
One of the problems with existing dissemination systems is that information "is too general" and not presented in response to a specific problem or for an individual user. For example, in the legal battle between the American Medical Association and GTE Telenet over the Medication Information Network (MINET), GTE claimed that the

information contained in the AMA data bases was "so generic as to be virtually useless to physicians."

At the School Resource Center, information will be selected from the wealth of information available through the dissemination systems of public and private education and service agencies, professional organizations, and training institutions. The information will then be organized, interpreted, and presented to individual teachers and parents in a way that is easily understood in response to their individual needs.

The systems model on the following page illustrates the School Resource Center's operations. A systems model is a representation of a real-life situation that shows the organization of the whole and the interrelation of the parts to each other and to the whole itself. Each system (or part of the model) is a function; when a system consists of two or more parts that interrelate, each is known as a subsystem. Any intervening subsystems unaffected by a particular signal path are feedforward signal paths, designated by a (FF) symbol. A feedback signal path, represented by the symbol (F) is used when information in the form of output from one subsystem serves as input to a preceding subsystem and controls its output(s).

Components of the model are described on page 7.



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(The numbers in parentheses in this section refer to various systems and subsystems in the model on page 6.)

When faced with a problem (1.0), the classroom teacher often finds appropriate assistance through the local school district (2.0), where help comes from other classroom teachers (2.1), resource personnel (2.2), or school administrators (2.3).

Sometimes, however, a teacher wishes that individual help were available sooner, or at a different time of the day because his or her "free times" do not coincide with others' schedules. Sometimes a teacher wishes to learn more about a school issue, or a curriculum area, or instructional techniques as they apply to a particular student, but is hesitant to approach colleagues with such an individual, "nitty-gritty" question.

Finding good answers to these important and specific questions is vital for instructional individualization and improvement, and the School Resource Center will help meet the need for current and quality information on the "front line" in elementary and secondary classrooms.

An individual may contact the School Resource Center by mail or by calling a toll-free telephone number at any time (3.0). The School Resource Center will be available twenty-four hours a day, seven days a week.

The School Resource Center will assist the individual with clarifying questions or problem definition (3.1), and Center services and fees will be explained. If an individual decides that a School Resource Center service will be helpful (3.2), a payment option will then be selected (3.3). Clients may pay for services by check, money order, or national credit card. (Subscription accounts will be available for agencies who purchase services for the use of individual employees.)

After the School Resource Center receives a request for services (4.0), the client's request will be processed (4.1). Depending upon the nature of needed information, the School Resource Center Curriculum Data Base will be searched (4.1.1), the databases of various national networks will be searched (4.1.2), and appropriate print materials will be selected (4.1.3). The School Resource Center will maintain a collection of fact sheets and information brochures of current interest, which will be regularly updated to include the most current information. Print materials will also include lists of available instructional materials and lists of additional community resources.

After appropriate information is secured for the client, an individual report will be prepared by the School Resource Center staff (4.2). The report will be mailed to the client either through the United States Postal Services or by electronic mail (5.1). When appropriate to the client's needs, human professional follow-up assistance will be provided by the School Resource Center so the client

can successfully apply information in the report to his or her particular needs and situation (5.2).

Thus services will be provided to individual classroom teachers and others (5.0), helping to get current and needed information from the research community and successful practices nationwide to those who face the daily challenge of preparing children for a successful and rewarding life in today's rapidly changing society.

In addition, the School Resource Center will collect data about problems and information needs for wide dissemination to those involved in research and development and in the organization of information and training systems. These data will add to the knowledge base. There will be a continuous data collection process from a national sample of teachers and parents, reflecting their changing problems and needs. Access to this information (from the total sample or certain geographic area samples) will help people involved in research and development and in the organization of information and training systems to remain responsive to the needs of educational practitioners.

At the present time, there is apparently no company, agency, or organization providing the various services in the proposed project on a nationwide scale. This conclusion is based on an extensive review of the literature and on discussions with personnel in:

- local school districts and state education agencies,
- professional organizations in education,
- U.S. Office of Education, and
- the IBM Corporation (Information Systems Group, National Marketing Division).

Since the School Resource Center is located in Austin, Texas, services initially will be developed in Texas and involve Texas teachers and students. According to a 1985 survey reported by the Texas Education Agency, 53.2 percent of the student population in Texas is White; 30.3 percent is Hispanic; 14.6 percent is Black; 1.8 percent is Asian or from the Pacific Islands; and .1 percent is American Indian. There are wealthy school districts in Texas and very poor school districts. There are districts with many students who have a foreign home language. Approximately 145,000 migrant children are served in Texas' schools; they stay in Texas for 6-7 months, arriving in mid-October and leaving in late March.

Education in Texas appears to face the full array of challenges faced by other states. Classroom teachers are stressed and have an urgent need for individual assistance in the classroom because the Texas legislature has mandated sweeping changes in education. A new statewide curriculum must be taught, and there is a new statewide testing program for pupils to assure mastery of the curriculum. In addition, the teacher's assignment to a level on the new "career ladder" in Texas, job security, and professional advancement are

partially based on classroom performance, as well as oral and written examinations. Finally, Texas is facing a severe teacher shortage, which is expected to worsen. Since enrollment in teacher colleges has plummeted nationwide, schools are forced to be less selective in hiring practices, and there is concern about the quality of instruction provided by beginning teachers. The teacher shortage is so severe that recruitment programs now include recruiting foreign teachers, and the Texas Education Agency has approved an alternative route to certification for teachers in the Houston Independent School District.

School Resource Center services will be offered directly to individuals as described on page 7, or services can be made available to school districts or others on a subscription basis.

Under the subscription arrangement, a school district can access services from the School Resource Center and target those services to meet local priorities. This provides a flexible approach to meeting the current needs of classroom teachers by allowing resources to be allocated based on local objectives. For example, a district might secure services for teachers involved in computer literacy programs, ESL (English-as-a-second-language) teachers, or a certain grade level of classroom teachers.

The School Resource Center will provide an innovative, ongoing, cost-effective system for the focused communication of relevant information to educational practitioners, linking various information sources with individuals to meet their particular problems. Because the School Resource Center will work collaboratively with public and private education agencies, professional organizations, and training institutions, the important communications link provided by the School Resource Center will increase the impact and improve the return on investment from other training and dissemination projects. It will help provide for improved instructional practice and help eliminate unnecessary and costly referrals to special education services. Perhaps of most importance, the School Resource Center will assist teachers and parents in meeting the individual learning requirements of our nation's children so they may become reasonably happy, self-supporting adults in our rapidly changing society.

SCHOOL RESOURCE CENTER

STUDENT INFORMATION SURVEY

The Student Information Survey is an observation instrument. The Student Information Survey is an adaptation of the Minnesota Review of Observations for Learning Disabilities, which was developed by the Minnesota State Department of Education in 1983 to help classroom teachers decide whether or not to refer a student for assessment for special education services, especially when learning disabilities were suspected.

Two validity studies with the draft edition of the Minnesota Review of Observations for Learning Disabilities showed that scores on the instrument differentiated age-matched groups of students that were labeled by their school districts as learning disabled, educably mentally handicapped, emotionally/behaviorally disordered, and normal (meaning average intelligence and not eligible for special education services). The directions to the user of the instrument were modified slightly for clarity, and a third validity study showed that the scores differentiated between a group of learning disabled students and a group of students judged by child study teams to be "not learning disabled" or "not eligible for special education services."

The instrument was described as a "useful task-observation checklist" by the National Task Force (that was initiated by the Office of Special Education Programs, Department of Education, to enhance state and local efforts in the appropriate referral, assessment, and identification of learning disabled students) -- and it was the only instrument appended to the final report of the Task Force.

In describing the Minnesota Review of Observations for Learning Disabilities, the Task Force said, "This approach integrates academic tasks, psychological processes associated with each task, accompanying behavioral characteristics, and the frequency with which the behaviors are observed. A format such as this is practical, easily understood, and something teachers can use" (Northeast Regional Resource Center, 1984).

On the next page is a list of the modifications made in the Minnesota Review of Observations for Learning Disabilities when it was adapted for use by the School Resource Center for the Student Information Survey.

- The Student Information Survey presents the items from the Minnesota Review of Observations for Learning Disabilities.

- The format of the instrument was modified for ease of administration for the teacher and for machine scoring by the School Resource Center.

- Numerical scores are not reported on the Student Information Survey. The Student Information Survey is an observation instrument for gathering information. (The Minnesota Review of Observations for Learning Disabilities was shown to differentiate among groups of students.) Findings must be verified through additional individual evaluation procedures when making educational placement decisions.

- Instead, the School Resource Center provides a profile to show a student's relative strengths and limitations in understanding and using spoken and written language. This profile is helpful in screening for learning disabilities and helpful to classroom teachers and parents in planning effective instructional activities in all curriculum areas. The profile can make an important contribution to diagnostic teaching and pre-referral interventions.

- Finally, the skill "information retrieval strategies" is not reported on the Student Information Survey Profile, since the School Resource Center could not offer a teacher instructional activities that have been clearly shown to address information retrieval strategies as something separate from certain long term memory skills.

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In Texas Call: 1-800-223-4127

SCHOOL RESOURCE CENTER
REPORT BASED ON STUDENT INFORMATION SURVEY

General Information About Teaching MELISSA

AUDITORY PERCEPTION may be difficult for this student. Auditory perception involves (a) receiving auditory stimuli (recognizing what is heard) and (b) linking information from auditory stimuli to concurrent or previous experiences for understanding.

In general, when organizing instructional activities, plan for multi-sensory stimuli; and use visual clues such as gestures and pictures whenever possible. Plan for short lectures (or provide "breaks" periodically). Relate abstract concepts to practical experiences, and provide extra time for reinforcement activities when new concepts are being presented verbally. Have the student repeat verbal directions before beginning independent work, allow the student to write when memorizing, and try to reduce classroom noise and other distractions from the instructional task.

Research studies have not clearly established a link between improved auditory abilities and improved achievement in the various academic content areas. However, some educators believe it is important to try to remediate auditory problems. If you want to work on improving the student's auditory perception, sample activities appear at the end of this report.

Information provided on the Student Information Survey suggests that the student may have a SHORT TERM MEMORY problem. Short term memory is a limited-capacity system that receives sensory information. It is a "working system", since information that is not transferred to long-term memory is assumed to decay or disappear.

It is important to note that the information received in short term memory does not have to represent its actual sensory input form. For example, when asked to remember a series of pictures such as pictures of a dog, a pencil, and a cup (visual input), an individual might make a visual-auditory correspondence (mentally "saying" dog, pencil, cup). The icon (visual information in the sensory register) would be lost, but the information could be "stored" in short term auditory memory.

Thus a test-teach-test-teach, "clinical teaching" approach is suggested to determine the best way to design

activities for instructional objectives requiring short term memory. First, organize a sequence of short term memory tasks that require the student to respond to a visual stimulus. Then organize a sequence of tasks that require the student to respond to an auditory stimulus. The student's performance on these tasks will guide you in designing instructional activities. (Sample visual and auditory sequences are provided at the end of this report.)

Next, keep a record of the student's classroom performance. If the student has difficulty with a task that involves short term memory, note the stimulus (visual or auditory). Then present the same task under the other stimulus condition, and see if the student does better. These experiences will tell you the best way to design instructional activities that require short term memory skills.

The student appears to have difficulty with tasks involving LONG TERM MEMORY. Long term memory is a system for remembering the meaning of sensory information. It seems to involve episodic memory and semantic memory.

Episodic memory is storage of specific facts or repetitive experiences (e.g., knowledge that the first letter of the alphabet can look like "a" or "A") or biographical events (e.g., the mental images of events, places, or objects). Semantic memory is the knowledge of the structure of language.

Students with long term memory problems often profit from instruction in notetaking, and they often appreciate someone's encouraging them to keep lists of homework assignments and other things that need to be accomplished. Direct instruction to enhance long-term memory skills would also be appropriate.

Although the Student Information Survey was not designed to evaluate expressive language, the information provided on the survey suggests that the student may have problems with LANGUAGE USE.

Language use is the socially and cognitively determined selection of behaviors according to the goal of the speaker (or writer) and the context of the situation. It involves (a) anticipating the effect of the message on the relation between the speaker (or writer) and the context, and (b) the use of rules for deciding which form of the message will serve the function of the message (meet the goal), considering who the other participants are and the context of the situation.

An assessment of the student's skills in language use is recommended. For example, can the student alter language use when requesting information, providing information, giving directions, expressing emotions, playing

make-believe? Can the student adjust conversation to the level of the listener (e.g., adults and younger children; authority figures and peers)? Can the student recognize how to adjust language in various environmental situations (e.g., theater and playground)? Can the student recognize and correct mistakes or ambiguities in the student's own conversation? Can the student take turns while maintaining a conversation?

Information provided on the Student Information Survey suggests that the student would profit from instructional activities designed to teach LANGUAGE FORM. Language form is the code for representing what is known. It is the means for connecting sound with meaning (the linguistic system). This includes (a) phonology -- for the deaf, the configural properties for signed language may replace the acoustic phonetic shape for utterances, (b) morphology, and (c) syntax.

Further assessment is recommended to learn more about the student's ability to arrange words to convey meaning. Can the student make one grammatically correct sentence from two sentences without elaborating or changing the meaning?

Example 1: The worm is fat. The worm is on the apple. (The fat worm is on the apple.)

Example 2: The man sells peanuts. The peanuts are hot. (The man sells hot peanuts.)

Example 3: The boy bought a book. The boy was at the store. (The boy bought a book at the store.)

Finally, when organizing instructional activities, take an extra minute or two to consider and provide for the PERSONAL DEVELOPMENT of the student. Children at this age are busy gaining the practical knowledge for everyday living. Exploration is becoming more goal-oriented, and independence in physical self care is being achieved. Their sense of humor is often expressed in riddles, practical jokes, and nonsense words.

At this age, children are beginning to inhibit aggression, but they still express feelings freely, often in extreme form. They are beginning to develop a conscience, gain a sense of duty and accomplishment, and develop a respect for the rights and property of others. They are beginning to accept that there are rules, but often do not understand the principles behind them. (Something is either "all right" or "all wrong" to children at this age.) Most children are becoming more comfortable with a separation from their parents at this time, but it is still important that they receive adult reassurance of their competence and basic self worth.

Requested Teaching Techniques

PREREQUISITES FOR WORD ATTACK SKILLS

A review of the student's alphabet and sound/letter association skills is appropriate. If the student has difficulty on the following tasks, provide direct instruction on the alphabet and sound/letter association skills before working on other phonics skills. Suggested activities are presented in a logical order.

- Cut out a large object (e.g., tree or leopard) from poster board. On this object write the upper case letters of the alphabet. Surround the object with twenty-six smaller objects that relate to the large objects (i.e., spots for the leopard or ornaments for a tree). On each of the smaller objects, write the lower case letters of the alphabet. Have the student use pieces of string to match the upper case letters with the lower case letters. (Materials can also be mounted on a piece of posterboard and laminated. Students can then use water color markers to match the upper and lower case letters.)

- Give the student a ditto containing the alphabet that has blanks in place of missing letters. Have the student fill in the blanks with the correct letters (either orally or in writing).

- Make a circular spinner by cutting a circle from a piece of posterboard and attaching a cut-out arrow with a paper fastener. Divide the spinner into sections, and number the spinner from 1 to 12. Give the student a numbered list of 12 letters. The student should spin the spinner and say the name of the letter corresponding to the number indicated on the spinner. Then ask the student to say the sound of the letter. (Note any sounds the student does not know.)

CONSONANTS
(Suggested activities are presented in a logical order.)

- The best sounds for teaching initial consonants seem to be f, g, b, c, h, l, m. Ask the student to listen while you show a few picture cards of objects and say their names, using a few words that begin with the same letter (e.g., f). Have the student listen for the initial sound. Tell the student that each of the words begins with the letter "f". Now say the words without showing the pictures. Elicit the "f" sound from the student.

- Make a cube containing a different letter on each side. Cut out a number of pictures from a magazine that show objects beginning with the letters on the cube. Have the student roll the cube and then pick out the pictures that begin with the same letter indicated on the cube.

- Divide the students into two groups. Give each student in one group a partial word card. Give the members of the other group consonant cards. Have the students mix together until they can make a word with their two cards. When two students can make a word, they should say, "We made _____ with our cards". Have the students mix until all the students are paired.

- Write a list of words on the chalkboard or a ditto and have the student circle all the words that begin with the same sound. Have the student scan a newspaper to locate and circle words that begin with various sound elements.

- Place a number of printed word cards on the ledge of the chalkboard. Then pronounce a word in your natural tone of voice. Call on a student to go to the board and pick a word card that begins with the same sound as the word that was pronounced.

- A bingo game can be made with the letters of the alphabet placed in the squares. From a magazine, cut out a number of simple pictures that begin with the same letters as those on the bingo cards. Flash the picture to the players, one at a time, and have the students cover up the letters on their cards that are the same as the beginning letters in the name of the picture.

- Make a ditto containing a list of partial words such as "ate", "ill", "ail". Also make a set of consonant cards. Have the student use the consonant cards to make as many valid words as possible.

- Cut out a piece of poster board that is 6"x7". Mark the poster board with lines into three columns and seven rows. In each square formed, write one of the following word endings: -ill, -ide, -ike, -id, -it, -im, -ite, -in, -ine, -ip, -ipe. Cut out a number of paper squares that beginning letters for the word endings can be written on. Place the word "beginnings" in a pile next to the game board. Have the first student roll a die to determine the number of "beginnings" that should be drawn. The student should then use these "beginnings" to form words on the game board. For each valid word the student can form and read, the student gets one point. The student with the most points after all the "beginnings" have been used wins.

- Print the letters of the alphabet (and later initial consonants blends) on index cards. Shuffle the cards and place them face down in the center of a small group of students. The students take turns drawing a card and naming a word that begins with the letter or blend on the card. If the student can not name a word in five seconds, then the student must replace the card, otherwise the card may be kept. The student with the most cards after the

center pile is gone is the winner.

- Make a list of words that contain blanks for the first letter. Have the student fill in the blank with the letter that is believed to begin the word. Have the students compare their lists to see how they differ and to see if their words are valid.

- Cut out three circles from poster board. Make the first one approximately three inches in diameter, the next four and one-half inches, and the third six inches in diameter. Print the following letters around the outside of the smallest circle: c,b,f,h,n,r,s,t,w. Print the five vowels around the outside of the middle circle. Print the letters d,g,m,n,p,s,t around the outside of the largest circle. Fasten the circles together with a paper fastener. Have the student move the circle to form as many words as possible.

- Make a number of word cards and place them around the room. Have a group of students pretend that they are policemen and are assigned to missing persons. Tell the student that you are "Mr. or Ms. _____" and that you have lost your children". (The blank should be filled in by a partial word such as 'ate'.) Have the students look around the room for word cards (children) that end with the 'ate' sound.

- Draw a large circle on the chalkboard that will represent a merry-go-round. Place a number of letters around the edge of the circle to represent seats. Have several students take turns giving a word which ends with each of the letters designated by the seats of the circle. When a player gives a correct word, the seat represented by the letter becomes the student's. The student who gets the most seats is the winner.

- On the chalkboard or a ditto make two columns of words. Beside these make a third column that just contains blanks. Tell the student to use the beginning sound in the first word and the ending sound of the second word to make a new word in the third column. For example:

1) can	2) bar	3) _____ (car)
1) to	2) lake	3) _____ (take)

If you have been working to move through the instructional sequence, and the student is making NO progress (none), perhaps it is time to discuss the situation with the student. Say, "We have been working on consonant sounds. Do you want to learn consonant sounds? Really?" (Practice asking this until you can do it evenly, without affect or implied sarcasm.)

If the student says, "Yes": Say, "You will (with quiet conviction and enthusiasm). How can I help you? What do you need to do now?" (If the student does not have

a suggestion, review what you have done, and then ask, "What do you think would be most helpful now?".) Then follow the suggestion of the student (or the plan that you devise together), and design subsequent instructional activities based on the results of this experience.

If the student says, "No": Say, "Tell me when you do (want to learn consonants); they will help you learn to read." (Practice saying this until you can do it evenly, without affect or implied sarcasm.) If possible, do not offer formal instruction in reading until the student has expressed interest in reading. Instead, make interesting print materials available, and at the reading period, substitute various experiences to motivate for reading.

VOWELS
(Suggested activities are presented in a logical order.)

- Draw attention to a wall chart of the alphabet, or print the alphabet in large letters on the chalkboard. Then point to each letter, say its name, and have the student say its name at the same time (or sing the alphabet song with the student while pointing to each letter).

- Then circle the letters A-E-I-O-U on the wall chart or chalkboard. Explain that these letters (point to each while saying its name) are special letters. Then write A-E-I-O-U on the chalkboard as a group, and say, "This group of letters is called vowels. What are these letters called?" (Student responds: "Vowels.") Then move your finger from left to right under the group of letters, and say, "These letters are vowels." Then point to each when saying its name, and say, "A-E-I-O-U are vowels."

- Make and cover up a bulletin board display labeled "Long Vowel Sounds". Make five charts for the bulletin board, one for each vowel as follows:
  A says A as in apron - picture of an apron
  E says E as in eel - picture of an eel
  I says I as in ice - picture of an ice cube
  O says O as in ocean - picture of the ocean
  U says U as in Utah - picture of Utah.
  Explain that each vowel has two sounds, a long sound and a short sound. Say that the long sounds are easy because they say their own names. Then unveil the new bulletin board, discuss it, and have the student use it to answer questions. For example: "Find the letter that says U as in Utah. What letter says U as in Utah?" Have the student point to the correct chart and answer in a complete sentence ("U says U as in Utah.").

- Elicit a sentence from the student, and write it on the chalkboard. Have the student "read" the sentence aloud

while you read it aloud, pointing to each word as it is said. Then circle the vowel(s) in each word to show that each word must have a vowel. Pronounce each word again, stressing the vowel sound. Explain that when vowels do not say their names, they are called short vowels. Then for each word in the sentence, follow this procedure:

(a) Read a word with the student.
(b) Point to a vowel, and ask whether or not the vowel says its name.
(c) If is does not say its name, you say, "It is a short (name of letter)". (For any special case that might appear in a word, mention that it is a special case that will be studied later, using this as a non-example of a long or short vowel sound, and move to the next vowel.)
(d) Say the word while pointing to the vowel; say the sound, and then ask the student to say the sound (make the sound with the student). Repeat this step, if necessary, until the student makes the sound.

- Make and cover up a bulletin board display labeled "Short Vowel Sounds". Make five charts to put on the bulletin board, one for each vowel as follows:
  A as in apple - picture of an apple
  E as in egg - picture of an egg
  I as in fish - picture of a fish
  O as in bottle - picture of a bottle
  U as in umbrella - picture of an umbrella
  Unveil the new bulletin board, discuss it, and have the student use it to answer questions. For example: "Find the letter that says (make sound) as in (pronounce key word). Have the student point to the correct chart and answer in a complete sentence (e.g., "E says ehh as in egg").

- The charts from the bulletin boards for long and short vowels (described above) can be used to make a single bulletin board labeled "Vowel Sounds", with information about long and short sounds grouped by letter. This new bulletin board can be used for reference only, or an empty envelope can be tacked beside each chart for each letter. Word (or picture) cards can then be sorted by the student, who could place each word (or picture) card in the envelope beside the chart that describes the vowel sound in the stimulus material. For example, the student would place the word (or picture) card "sock" in the envelope beside the chart that shows "O as in bottle - picture of a bottle."

- Divide a piece of paper into four vertical sections (columns) and four horizontal sections (rows). Make heavy lines between rows. In each row, draw or paste pictures of two objects that have the same vowel sound, and two objects that have different vowel sounds. Laminate the page, or put it in a notebook with a transparent cover.

Then have the student cross out the pictures in each row that have the same vowel sounds. Have the student circle the pictures in each row that have different vowel sounds.

- Have the student draw or cut out pictures from magazines that represent the short vowel sounds. These pictures can be pasted on a page for each vowel sound and put together to make a "book" for reference or home review.

- Cut out several large drawings (8"x10") of age-appropriate or seasonal objects (e.g., dog, motorcycle, Halloween pumpkin). Cut a "window" in each object for a vowel strip to pass through. On each object, write the beginning and ending letters of a word. Then make a vowel strip for each object, writing the vowels that may be used to make a word with the letters on that object (e.g., letters on object: b-g; letters on vowel strip: a,e,i,o,u). Have the student work with each object, moving the vowel strip underneath the object to form and pronounce words. Have the student make a sentence with each word.

- Divide a group of students into teams of no more than four players each. Give each team the same list of four or five words with blanks in place of vowels. Have each group make as many words as possible using different vowels. When the time limit is up, have the students change papers to check their answers.

- Make two sets of word cards that contain various short vowel sounds. Place one set of cards on the chalkboard ledge. Hold up one card from the other set, and have the student pick a card from the chalkboard that has the same vowel sound. Have the student pronounce the words.

- Introduce markings for long and short vowels. Explain why the use of markings is helpful (e.g., they are used in a dictionary to show pronounciation), and explain that the marking is a symbol for the sound. (Sometimes a brief discussion of symbols is useful; for example, show a "no smoking" or some other familiar symbol, and explain how it is used to communicate a concept.)

- In order to help the student discover that open syllables usually contain long vowel sounds, give the student a list of two-syllable words in which the first syllable of each word is an open syllable (e.g., elect). Review the idea that a syllable is a part of a word. Ask the student to listen while you read the first several words on the list, clapping your hands at each syllable. Now ask the student to listen and clap with you while you read several more words. Then read the word list with the student, and have the student circle the first syllable in each word and mark the vowel sound in the first syllable.

- In order to help the student discover that closed syllables usually contain short vowel sounds, give the

student a list of two-syllable words in which the first syllable of each word is closed (e.g. wizard). Read the word list with the student and have the student circle the first syllable in each word. Then have the student mark the vowel sound in the first syllable.

- Make a ditto containing a list of words each followed by a blank. Have the student say the words in the list and listen for a long or short vowel sound. The student should then write the symbol for a long or short vowel in each blank depending on the vowel sound heard in each word.

- After providing practice in decoding long and short vowels in simple sentences (use sentences generated by the student, if the student has difficulty with printed material in books), explain to the student that if two vowels go walking, the first one does the talking (e.g., goat, speak). Then divide a group of students into two teams. The teams should spend a few minutes generating a list of words that conform to the rule of "two vowels walking". The teams can then take turns saying their words, with a point earned for the team for each correct word.

- After providing practice decoding long and short vowels, explain and show the difference in a word when a vowel is doubled. For example, how "bet" becomes "beet" when an extra "e" is added. Adapt a card game or board game to provide practice with this new concept.

Sample Activities for Improving Auditory Abilities

Remember that research studies have not clearly established a link between improved auditory abilities and improved achievement in the various academic content areas. However, if you want to work on improving the student's auditory perception, activities like those listed below would be appropriate. The activities are listed in a logical order.

- Have the student sit still, listen, and identify as many sounds as possible.

- Have someone hide in the room and repeatedly make a noise (e.g., bell or buzzer), and have the student find the hidden person. (The student can be clued by saying "warm" or "cold" when moving closer or farther away from the stimulus). When repeating this activity, vary the position and intensity of the stimulus.

- Say words to the student, breaking them into syllables (book-let, wat-er). Have the student repeat the word in its usual form.

- Play a musical record while dictating short, simple sentences to the student. Have the student repeat each sentence after you.

- Present the student with a letter sound (e.g., "m"). Then hold a card in front of your mouth; and present the student with a series of letter sounds, including the target sound. When the target sound is heard, the student should repeat the sound.

- Hold a card in front of your mouth, and read word pairs to the student, having the student signal if they begin with the same letters. For example:
  bear-ball mouse-house ten-tan

- Ask the student to say a word that begins with the same sound as the word you pronounce (Hold a card in front of your mouth, and repeat each stimulus word twice).

- Make a tape recording of various sounds. For each sound, make a picture card illustrating the sound (e.g., for the sound of tearing paper, show a picture of a person tearing a sheet of paper in half). Have the student listen to the recording and select the correct picture to go with each sound.

- Give the student a ditto containing rows of five or six different words at the student's reading level. Say one word from each row and have the student circle that word.

- Ask the student simple questions that can be answered with a "yes, no, or maybe". For example: Do we wear shoes on our ears?

- Describe a familiar object, and ask the student to name the object. For example: It has a place to sit, something to lean against, and four legs (chair).

- Provide for "Show and Tell". After each individual student's presentation, ask the class a number of questions about the presentation.

- Read an unfamiliar short story to the student, stopping before the ending. Have the student supply an appropriate ending.

Sample Activities for Further Investigation or Improvement of Short Term Memory Skills

Begin with an easy short term memory task on which the student is likely to succeed (which helps to set a tone for success). Then present the most difficult task in an instructional sequence -- in this case, a relatively difficult task for short term memory, using either a visual or an auditory stimulus. If the student cannot successfully complete the difficult task, provide an easier task, repeating this process until the student again succeeds. When the success point in the instructional sequence is reached, teach the skills required for the student to succeed on the task presented just before this task (which will be a slightly more difficult task). When success is achieved on this slightly more difficult task, teach the skills required for success on the next harder task. You will be teaching the skills required for student success in "moving back up the instructional sequence" (the series of instructional tasks with which you have been working).

Several examples of teaching activities are listed below in logical instructional sequences.

VISUAL STIMULUS:

- Place three familiar objects on a table in front of the student. Ask the student to point to (or touch) and name each object. Then remove the objects from the student's view, and ask the student to tell you what objects were just seen.

- Explain what you are going to do to the student. Then draw a simple, but novel, shape or design on the chalkboard while the student watches. Erase the design quickly, and have the student go to the board and reproduce it.

- Make a number of pictures illustrating an activity in sequence (i.e. student getting ready to go to school). Mix the pictures and give them to the student. Have the student place the pictures in the correct sequence.

- If it is all right for the student to eat in class, give the student a container full of alphabet cereal. Then show the student a flash card that contains a sequence of alphabet letters. Have the student search through the cereal container to look for the correct letters and place them in the proper sequence. If the student can perform this activity correctly, then the student could be allowed to eat the cereal letters.

- Give each of two students a peg board and the same number of pegs. Have one student produce a design and show it to the other student while he or she counts to ten and then covers the design. The second student must then attempt to recreate the design from memory.

- Cut out a number of flannel pieces resembling different clothes. Tack a piece of string or yarn to the bulletin board, and hang the clothes where the student may see them for a brief time. Then remove the clothes, and have the student hang them again in the same order.

- Place a number of familiar objects in a paper bag. Remove three objects (one at a time) and place them in front of the student. Then replace the objects in the bag and ask the student to name the objects that were seen. (If the student is not naming the objects in the order in which they were presented, instruct the student to do so; and note whether or not the student appears to be able to recall the objects in the proper sequence.)

AUDITORY STIMULUS:

- Dictate familiar two and three syllable words. Have the student repeat each word after you say it.

- Read a list of the names of six different objects that fall into several categories (e.g., food, toys, etc.). Have the student say the names from one specified category.

- Have the student repeat sentences after you say them.

- Read a short story or paragraph to the student that relates a series of events. Have the student retell the events in the story in the order that they occurred.

- Say a short sentence; have the student repeat it and add to it. For example, I went to the store and bought a pencil... I went to the store and bought a pencil and a record... I went to the store and bought a pencil, a record, and bubble gum.

- Name a series of parts of the body and have the student touch these parts in the same order they were given.

- Say simple vocal sounds, and have the student repeat them. For example: la, la, lu and co, co, ca, co.

- Obtain pairs of identical noisemakers (bell, drums, etc.), giving one pair to the student and keeping one pair for yourself. Use your noisemakers to create a sequence of sounds. For example, ring the bell and then tap the drum. This should be done in full view of the student. Have the

student imitate your noises in the correct order and number. When the student can do this successfully, repeat the exercise so that the student cannot see you make the noises (provide auditory cues only).

DATE OF REPORT: 04/12/87

04/12/87

STUDENT INFORMATION SURVEY PROFILE

MELISSA

	RELATIVE Limitations	<<---------->>	RELATIVE Strengths
		X	VISUAL RECEPTION
		X	VISUAL CONCEPTUALIZATION
(A)	AUDITORY RECEPTION	X	
	AUDITORY CONCEPTUALIZATION	X	
	SHORT TERM MEMORY	X	
	LONG TERM MEMORY	X	
	LANGUAGE USE	X	
(B)		X	LANGUAGE CONTENT
	LANGUAGE FORM	X	
		X	MOTOR COORDINATION

(A)=Receptive Language Skills
(B)=Expressive Language Skills

COMBINED REPORT

STUDENT INFORMATION SURVEY BOOKLET

4159 Steck Avenue, Suite 161
Austin, Texas 78759
Call Toll Free: 1-800-237-5685
In Texas, Call: 1-800-223-4127

The Student Information Survey will provide important information about your student to help make appropriate educational recommendations.

The Student Information Survey is an adaptation of the Minnesota Review of Observations for Learning Disabilities (Minnesota Department of Education, 1983). It was designed to help you think about the student's behavior in reading, listening comprehension, oral expression, written expression, and mathematics.

Although you may not have particular interest in all of these academic areas, please complete all parts of the survey. All the information is needed to make good judgements about how to modify instruction for your student. If you have not had an opportunity to observe the student work in an academic area, talk with a teacher who has, and ask him or her to help complete the Student Information Survey.

The first column on the left side of each survey page identifies tasks that a student should be able to perform after instruction. (For example, after instruction in reading, a student should be able to associate sounds with letters.)

The second column identifies behaviors that may suggest learning problems. (For example, in reading, when required to determine the likenesses and differences in letters, learning disabled students sometimes reverse letters such as b/d, confuse letters such as n/m, or rotate letters such as t/f.)

The third column provides an opportunity to indicate whether or not behaviors which may suggest learning problems have been observed.

TO COMPLETE THE SURVEY:

(a) Think about the particular student for whom the survey is being completed.

(b) Read each behavior in column 2, which is labeled "WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:"

(c) Indicate in column 3 whether or not the student presently displays the behavior when performing tasks. Check (✓) one of the following three observation columns: Never, Sometimes, Often.

- Check "N" (Never) if the behavior is not observed when the student is presented with age-appropriate materials, or if it is unreasonable to expect the student to perform the task at all because you are thinking about a very young child.

- Check "S" (Sometimes) if the behavior is occasionally observed when the student is provided with age-appropriate materials.

- Check "O" (Often) if the behavior is often observed when the student is provided with age-appropriate materials.

(d) Complete the entire survey, reading each behavior in column 2 and indicating whether or not (and how often) the behavior has been observed. Write responses to the Student Information Survey in this booklet.

(e) Copy your answers onto the Student Information Survey Response Form. Most teachers agree that completing the booklet first makes the Student Information Survey easier to complete and more accurate.

	READING	N=Never S=Sometimes O=Often			
Skills generally judged important for READING	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
FOCUS ON PRINT	1. Covers one eye				1.
	2. Rotates material				2.
	3. Requires marker or finger to track (i.e., otherwise, does not move consistently left-to-right, or skips lines)				3.
DETERMINATION OF LIKENESSES AND DIFFERENCES BETWEEN/AMONG LETTERS	4. Reverses letters (e.g., b/d, g/p/q)				4.
	5. Confuses letters (e.g., n/m, u/w, h/r/n)				5.
	6. Rotates letters (e.g., t/f, n/u, g/d, p/b, M/W, N/Z)				6.
VISUAL DISCRIMINATION OF WORDS	7. Scrambles and rotates letters (e.g., how/who, left/felt, month/mouth)				7.
	8. Makes word reversals (e.g., was/saw, on/no)				8.
	9. Has limited recognition of syllables, vowel teams, affixes				9.
	10. Has limited recognition of spacing or boundaries between words				10.
AUDITORY DISCRIMINATION BETWEEN OR AMONG PHONEMES	11. Confuses similar sounds (e.g., b/p, d/t, v/f, m/n)				11.
	12. Scrambles sounds or syllables (e.g., aminal for animal)				12.
	13. Drops the endings of words				13.
ASSOCIATION OF SOUNDS WITH WRITTEN SYMBOLS	14. Does not decode phonetically regular words				14.
	15. Does not recall common "sight words"				15.
	16. Does not analyze words into syllables or letter sounds				16.
BLENDING OF SOUNDS INTO MEANINGFUL UNITS	17. Does not synthesize sounds into syllables or words				17.
AUTOMATIC RECOGNITION OF WHOLE WORDS	18. Guesses the words from beginning sound (e.g., says mother for moment)				18.
	19. Guesses on basis of similar configuration				19.
	20. Makes bizarre responses (i.e., no apparent attempt to decode)				20.
	21. Overrelies on context to guess unknown words				21.
APPLICATION OF DECODING SKILLS IN TEXT	22. Decodes single words in isolation, but does not decode when reading the same word in a text				22.

	READING	N=Never S=Sometimes O=Often			
Skills generally judged important for READING	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
DERIVE MAIN TOPIC(S) FROM FACTS	23. With the information available, does not see the relationship of the facts to a single topic				23.
	24. Confuses details with main idea				24.
	25. Fixates on one detail				25.
IDENTIFY SIGNIFICANT DETAILS	26. Seems unable to isolate a single idea				26.
	27. Confuses main idea with details				27.
	28. Summarizes in a disorganized way, omitting significant details				28.
ORGANIZE FACTS SEQUENTIALLY OR CHRONOLOGICALLY	29. With the information available, does not relate facts in the framework of time and space (e.g., unable to identify what occurred first or last or next)				29.
	30. Summarizes in a disorganized way				30.
	31. Seems unable to order events				31.
	32. Seems unable to identify implied sequential relationships				32.
	33. Has difficulty following written directions				33.
RECOGNIZE LOGICAL RELATIONSHIPS	34. With the information available, does not classify				34.
	35. With the information available, does not recognize cause and effect				35.
	36. With the information available, does not make inferences				36.
	37. Does not recognize similarities and/or differences among compared ideas, facts, or events				37.
	38. Does not see the relationship between ideas				38.
	39. Seems unable to explain why something happened				39.
	40. Seems unable to predict outcomes (e.g., what will happen after the end of the story)				40.
REMEMBER SIGNIFICANT FACTS AND DETAILS IN SEQUENTIAL ORDER LONG ENOUGH TO INTEGRATE WITH PAST EXPERIENCES, AND USE BOTH TO PREDICT FUTURE EVENTS	41. Relates only to literal meaning				41.
	42. Does not relate information to past experience				42.
	43. Does not make inferences and draw conclusions				43.
	44. Does not use information to predict future events				44.

	LISTENING COMPREHENSION	N=Never S=Sometimes O=Often			
Skills generally judged important for LISTENING COMPREHENSION	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
DISCRIMINATE LIKENESSES AND DIFFERENCES AMONG ORAL PHONEMES AND MORPHEMES	45. Does not "screen out" background noises				45.
	46. Hearing test suggests normal, but seems to have poor hearing				46.
	47. Does not match beginning, middle, and ending sounds in words				47.
	48. Does not recognize differences in sounds (e.g., diving/driving, boy/toy, or f/v, s/z, l/d)				48.
	49. Seems unable to analyze spoken words into parts				49.
ASSOCIATE MEANING WITH SPOKEN WORDS	50. Does not identify picture of (familiar) named objects, events				50.
	51. Does not respond to questions or imitates (repeats) the question				51.
REMEMBER FACTS AND DETAILS GIVEN ORALLY LONG ENOUGH TO SEQUENCE AND COMPLETE TASK	52. Has difficulty repeating a short sequence of digits, letters, or words (7 plus or minus 2 is normal capacity.)				52.
	53. Has difficulty following oral directions				53.
	54. Has difficulty following class discussions				54.
INTEGRATE CURRENT AUDITORY INFORMATION WITH PAST EXPERIENCE	55. Does not seem to make the associations that provide a "natural flow" of conversation				55.
	56. Does not draw conclusions				56.
	57. Does not make inferences				57.
	58. Does not make predictions				58.
ADEQUATE UNDERSTANDING OF LANGUAGE	59. Misinterprets intended meaning of oral messages when others understand the intent				59.
	60. Interprets oral messages literally rather than in the context of the situation. (For example, a boy is playing with a paper airplane. The teacher says, "In the trash can with that airplane," pointing to the trash can. The student says, "Oh, no! I'm not getting in that can!")				60.
	61. Seems to lack basic understanding of spatial relationship words				61.
	62. Seems to lack basic understanding of words expressing quantity -- some, many, few, or correct use of plurals				62.
	63. Seems to lack basic understanding of words expressing time -- now, was, yesterday, tomorrow, etc.				63.
	64. Seems to lack basic understanding of causality -- because, so, therefore, etc.				64.

	ORAL EXPRESSION	N=Never S=Sometimes O=Often			
Skills generally judged important for ORAL EXPRESSION	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
IMITATE SOUNDS AND WORDS	65. Mispronounces words to the degree that they cannot be understood				65.
	66. Substitutes, distorts, or mis-sequences phonemes (e.g., aminals for animals)				66.
RETRIEVE WORDS AS NEEDED	67. Uses words related in sound, but not the correct word (e.g., subscription for prescription, canvus for campus)				67.
	68. Uses words related to meaning, but not the correct word (e.g., lake for ocean; "He's that long man" for "He's that tall man.")				68.
	69. Uses indefinite, all purpose words (e.g., stuff, things, nice)				69.
	70. Uses circumlocution (e.g., "that thing on the wall that tells how hot it is" for "thermometer")				70.
ORDER WORDS INTO SENTENCES	71. Uses incorrect verb tenses (e.g., hided for hid)				71.
	72. Misuses pronouns				72.
	73. Omits function words				73.
	74. Uses incomplete sentences				74.
	75. Uses incorrect word order				75.
	76. Seems unable to reconstruct a scrambled sentence				76.
ORDER SENTENCES TO CONVEY A SEQUENCE OF EVENTS, SPATIAL RELATIONS, CLASSIFICATION, COMPARISONS, AND CAUSE-EFFECT	77. Seldom uses category words (i.e., does not use abstract nouns; for example, "democracy;" or rather than using the word "toys", names truck, ball, doll, etc.)				77.
	78. Has limited use of the vocabulary of space and time (e.g., before, after, yesterday, tomorrow)				78.
	79. Does not use or misuses idioms				79.
	80. Produces narrations out of sequence (e.g., "I saw this bear. It was so fun. We went to the zoo.")				80.
	81. Does not focus on main ideas or events in a narration (i.e., wanders away from topic during speech)				81.
	82. Produces responses inappropriate to the topic				82.
	83. Relies heavily on gestures, non-verbal vocalizations, and facial expressions for communication				83.

	WRITTEN EXPRESSION	N=Never S=Sometimes O=Often			
Skills generally judged important for WRITTEN EXPRESSION	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
ADEQUATE CONTROL OF PENCIL OR PEN	84. Has ineffective or primitive pencil grasp (i.e., overlapping grip, fist hold, too close or too far from pencil end)				84.
	85. Has difficulty controlling movement (e.g., jerkiness, wandering line, pressing too light or too hard)				85.
	86. Is extremely slow at tasks involving use of pencil or pen				86.
TRACE AND COPY MODEL FORMS	87. Has difficulty following lines when tracing				87.
	88. Has difficulty starting and stopping				88.
	89. Tilts head or turns paper excessively while copying				89.
	90. Shows rotation, reversal, or distortion of forms				90.
	91. Expresses dissatisfaction with written products				91.
MOTOR PATTERNS FOR FORMING LETTERS IN MANUSCRIPT AND/OR CURSIVE	92. Has difficulty remembering starting points of letters				92.
	93. Forms letters with an incorrect sequence of strokes -- often reverse direction or rotated				93.
	94. Confuses similar letter forms (e.g., b/d/p/q/g or r/h, f/t, u/n, m/n, x/v, w/m, f/j, p/b)				94.
	95. Produces letter strokes that overlap or float apart, failing to join where intended				95.
	96. Mixes cursive and manuscript forms, or never acquires cursive forms				96.
	97. Has not established consistent slant				97.
	98. Uses inappropriate spacing and inconsistent size				98.
REPRODUCE CORRECT LETTER FORMS FROM MEMORY	99. Able to copy model, but seems unable to reproduce from memory				99.
	100. Seems unable to revisualize letter or remember sequence of strokes, although has copied it many times				100.
COPY WORDS OR TEXT ACCURATELY, BOTH FROM A DISTANCE (CHALKBOARD) AND FROM THE TEXT BESIDE THE WRITER	101. Frequently returns to model, back and forth, sometimes letter by letter				101.
	102. Omits words, phrases, or whole lines				102.
ORDERLY SPATIAL ORGANIZATION ON PAGE	103. Does not space words in sentences appropriately (irregular spacing may result in nonmeaningful words (e.g., "Ilik emil k.")				103.

	WRITTEN EXPRESSION	N=Never S=Sometimes O=Often			
Skills generally judged important for WRITTEN EXPRESSION	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
ORDERLY SPATIAL ORGANIZATION ON PAGE	104. Seems unaware of spatial organizational signals (e.g., falls away from margin; does not notice indentation, punctuation signs; unable to skip spaces consistently when required)				104.
ASSOCIATE SOUNDS WITH WRITTEN SYMBOLS	105. Confuses similar sounds in writing (e.g., b/p, d/t, v/f, m/n)				105.
	106. Scrambles sounds or syllables in writing (e.g., aminal for animal)				106.
	107. Drops endings of words in written work				107.
	108. Cannot spell words phonetically either orally or in writing				108.
WRITE LETTERS AND SYLLABLES IN CORRECT ORDER IN WORDS	109. Scrambles, adds, or omits letters and syllables in words				109.
AUTOMATIC SPELLING OF WHOLE WORDS	110. Makes no apparent attempt				110.
	111. Spells all words phonetically, even phonetically irregular words				111.
	112. Produces bizarre spelling				112.
WRITE FROM DICTATION	113. Makes no apparent attempt; avoids task				113.
	114. Unable to keep up with others, or if tries, makes excessive errors				114.
VOCABULARY TO EXPRESS IDEAS	115. Shows oral language that is richer and more sophisticated than written language (i.e., chooses words that are easy to spell; uses much simpler words than age-ability level would suggest)				115.
	116. Misuses words in context which sound similar (e.g., "I sold seven magazine prescriptions today." "I visited the college canvas today.")				116.
	117. Has difficulty using more than one meaning for a word				117.
	118. Describes nouns without using them -- circumlocution (e.g., "the thing on the wall that tells how hot or cold it is" for thermometer)				118.
ORDER WORDS INTO MEANINGFUL SENTENCES	119. Omits words (e.g., leaves out prepositions, articles, function words)				119.
	120. Omits word endings				120.
	121. Writes in sentence fragments				121.
	122. Scrambles word order				122.
	123. Uses run-on sentences (i.e., on and on and on)				123.

	WRITTEN EXPRESSION	N=Never S=Sometimes O=Often			
Skills generally judged important for WRITTEN EXPRESSION	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
ORDER WORDS INTO MEANINGFUL SENTENCES	124. Produces oral sentences that are much more complex than written sentences				124.
	125. Does not punctuate according to rhythm of language or sentence sense (e.g., periods at end of each line, random commas, no punctuation and/or capitals, capitalizes the beginning of each line)				125.
	126. Makes errors in verb forms				126.
	127. Does not remember words of own sentence long enough to write them				127.
ORGANIZE AND RECORD IDEAS INTO VARIOUS BASIC WRITTEN FORMATS SUCH AS REPORTS, STORIES, ESSAYS, POETRY, AND/OR OUTLINES	128. Does not organize sentences or paragraphs to express temporal relationships correctly (e.g., "I put on my shoes and then my socks.")				128.
	129. Does not organize sentences or paragraphs to express spatial relationships correctly (e.g., "Let's go up to Mexico.")				129.
	130. Does not organize sentences or paragraphs to express logical relationships (i.e., organization of ideas into hierarchies of main ideas and supporting information)				130.

CONTINUE THE SURVEY ON THE NEXT PAGE. ⟶

	MATHEMATICS	N=Never S=Sometimes O=Often			
Skills generally judged important for MATH	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
MATCH, SORT, AND CLASSIFY	131. Seems to show poor discrimination of shapes				131.
	132. Does not correctly identify larger/smaller, big/little (size)				132.
	133. Does not correctly identify longer/shorter (length)				133.
CONCEPT OF "NUMERATION", INCLUDING COUNTING SKILLS AND THE RECOGNITION OF SETS AND SUBSETS	134. May learn to count by rote, but the relationship between number and quantity is not established				134.
	135. Shows persistent inaccurate counting of objects seen or touched				135.
	136. Uses unusual compensatory methods of counting (i.e., fingers, fingers on lips, or arrays of dots) to get information				136.
	137. Has difficulty determining direction in which to count (up, down, backward, forward) to add on or take away				137.
	138. Has difficulty recognizing number of small set of objects (5 or less) -- may need to touch and count				138.
	139. Does not correctly identify more/less (amount)				139.
ASSOCIATE NUMERAL OR SYMBOL WITH APPROPRIATE CONCEPT OR PROCESS	140. Seems unable to name written or concrete number				140.
	141. Does not understand the symbols (-.÷), (=), (+,x), (<,>)				141.
	142. May discriminate numerals and signs in isolation, but confusion increases in context of equations and other computational patterns				142.
READ AND WRITE NUMERALS AND SYMBOLS ACCURATELY	143. Shows confusions and rotations in reading and writing numbers and signs (e.g., 3/8, 4/9, 2/5, 1/7, -/÷, =/x, 6/9)				143.
	144. Shows reversals in writing numbers (i.e., reverses direction and/or order of strokes in forming written numerals such as ƐƐƧ)				144.
	145. Has difficulty aligning columns or spacing problems on a page (may draw boxes around to separate problems to help self)				145.
	146. Shows many errors copying at distance (chalkboard) and proximity (book): spatial and directional errors, omissions				146.
	147. Under time pressure, cannot read own writing or finish a test on time				147.
UNDERSTAND PLACE VALUE	148. Makes mistakes that seem related to visual imperceptions and directional confusions (e.g., 12/21, 120/102, .03/.30)				148.
	149. Confuses regrouping procedures (e.g., borrowing, carrying)				149.

	MATHEMATICS	N=Never S=Sometimes O=Often			
Skills generally judged important for MATH	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
UNDERSTAND PLACE VALUE	150. Adds or subtracts columns left-to-right, causing impossibilities				150.
	151. Shows irregular column procedures (e.g., clockwise or horizontal addition of vertical column; misplacement of partial product in multiplication)				151.
	152. Has difficulty learning two computation patterns for one process (e.g., vertical and horizontal)				152.
UNDERSTAND BASIC COMPUTATION CONCEPTS	153. Guesses or counts on fingers long after other children have acquired basic "number facts"				153.
	154. Clings to primitive counting strategies to recall				154.
	155. May use mnemonic devices for recall, but needs more time				155.
	156. May need a matrix or number line on into high school				156.
	157. May dislike long division and multiplication because of laborious effort to perform steps of problem while counting number facts				157.
	158. Seems unable to read and write equations				158.
	159. May be able to anchor one term with process (e.g., "take away" with subtraction), but is thrown by variants (e.g., minus, subtract)				159.
PERCEIVE AND REMEMBER TEMPORAL AND SPATIAL SEQUENCES AND RELATIONSHIPS	160. Has difficulty reproducing tap patterns				160.
	161. Has difficulty learning counting patterns by rote (e.g., 1s, 2s, 5s, 10s, 3s)				161.
	162. Has difficulty holding operational steps in mind while having to count number facts				162.
	163. Confuses spatial position of subtrahend and minuend				163.
	164. In problem solving, seems unable to retain data while determining sequence of steps; disordering of steps				164.
	165. Confuses direction in reading or writing equations with missing elements				165.
	166. Does not recall time sequences, equivalencies, spans; may not know hours in day, days in week, months in year; may not know own birthday at junior-high-school age				166.

	MATHEMATICS	N=Never S=Sometimes O=Often			
Skills generally judged important for MATH	WHEN PRESENTED WITH AGE-APPROPRIATE MATERIALS, THE STUDENT:	N	S	O	
UNDERSTAND AND PERFORM MEASUREMENTS OF DISTANCE, WEIGHT, TEMPERATURE, QUANTITY, AREA, SPEED, VOLUME, TIME, AND MONEY	167. Has great difficulty with age-appropriate measurements (e.g., may not tell time on a clock, or may not make change)				167.
	168. Seems to lack basic understanding of the semantic category of Locative State -- on, under, beside, in front of, etc.				168.
	169. Seems to lack basic understanding of the semantic category of Quantity -- some, many, few				169.
	170. Seems to lack basic understanding of the semantic category of Time -- ongoing, immediate future, yesterday, tomorrow				170.
	171. Seems to lack basic understanding of the semantic category of Causality (i.e., one expressed event or state is dependent on the other for its occurance; often one clause gives a reason or result) -- because, so, if/then				171.
SOLVE WORD PROBLEMS	172. Seems unable to identify the root problem being presented (i.e., what is known, what is unknown, and what is asked)				172.
	173. Seems unable to identify the appropriate process for solving particular problems (i.e., does not understand that "more" implies addition or multiplication, that "less" implies subtraction or division -- as does the question "How many are left?", and so on)				173.
	174. Seems unable to estimate a probable answer or evaluate the probable accuracy of an answer				174.
	175. Seems unable to abandon an inappropriate strategy, or perseverates with a single strategy with subsequent problems				175.

Copy your answers onto the Student Information Survey Response Form.

Provide the additional information requested on the Response Form.

Return the Response Form to the School Resource Center. (You do not need to return this booklet.) Send the Response Form to:

School Resource Center
4159 Steck Avenue, Suite 161
Austin, Texas 78759.

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